

**KENTUCKY BOARD OF EDUCATION
REGULAR MEETING
NOVEMBER 1, 2006**

**STATE BOARD ROOM
1ST FLOOR, CAPITAL PLAZA TOWER
FRANKFORT, KENTUCKY**

SUMMARY MINUTES

The Kentucky Board of Education held a regular meeting on November 1, 2006, in the State Board Room, 1st Floor, Capital Plaza Tower, Frankfort, Kentucky. The Board conducted the following business:

Wednesday, November 1, 2006

CALL TO ORDER

Chair Keith Travis called the meeting to order at 8:30 a.m.

ROLL CALL

Present for the meeting were Kaye Baird, Joe Brothers, Bonnie Lash Freeman, Judy Gibbons, Doug Hubbard, David Rhodes, Keith Travis, Janna Vice and David Webb. Jeanne Ferguson joined the meeting in progress at 8:36 a.m. Absent were C.B. Akins and Tom Layzell.

DISCUSSION OF INDIVIDUAL SEARCH FIRM PROPOSALS (CLOSED SESSION)

At this point, Kaye Baird moved to enter into closed session to discuss the selection of a search firm and Doug Hubbard seconded the motion. The motion carried.

The Board came out of closed session at 9:15 a.m. on a motion by Judy Gibbons and a second by Bonnie Lash Freeman. The motion carried. It was announced that no action was taken during the closed session.

REVIEW OF REVISIONS TO ACCOUNTABILITY REGULATIONS

Commissioner Gene Wilhoit began the discussion of this agenda item and made the following points:

- A great deal of interest exists on this topic and it has been difficult to sort out all of the input from various constituencies.

- First, there have been a lot of comments on alignment. What we have always said is that our goal is to make sure we anchor to the Core Content and Program of Studies. When we move away from this, it ends up trying to make a decision in a void with one system versus another. The whole assessment system must be reliable and valid.
- Second, whether to have a norm-referenced test (NRT) at the high school level is another issue. We are trying to include ACT into the system in three places but no one piece should be looked at in isolation. The system must be looked at comprehensively.
- A lot of comments have been received about the transition from the old system to the new system and we will have to go through the process of the transition, with advice from technical experts. The new system must not lower standards and also must not put new hurdles in place that would be unfair to school districts. A technical process will be used to make adjustments from one system to the other.
- In the interim, staff met with the Education Assessment and Accountability Review Subcommittee (EAARS) with most of the questions focusing on the incorporation of ACT. EAARS sent a clear message that it is important to include ACT both in the academic index and in the NRT calculation.

Next, Rhonda Sims began a PowerPoint presentation that went through each issue. Those issues were as follows:

- Issue 1: Staff proposes to increase the weights for KCCT reading and mathematics at the elementary level to 22% and 19% for reading and mathematics at the middle school level. The 22% for each content area at elementary reflects an increase after the redistribution of the norm-referenced index since a NRT will no longer be given at the elementary level.

Joe Brothers indicated he was concerned that the same NRT will not be given across the state.

David Rhodes indicated that he was fine with this because people will still have a national comparison.

Keith Travis asked if funding would still be available for school districts to give the NRT of their choice and Commissioner Wilhoit responded affirmatively. Wilhoit said it is worth giving districts latitude to meet their specific needs and yet still be able to have national norms for comparison.

Travis went on to say that he was concerned over the increase in testing time and would like a chart showing how much time was devoted to testing in the future.

- Issue 2: The Board was asked to consider whether the accountability calculations should include a measure of growth using grade-to-grade assessments in reading

and mathematics (3-8), when longitudinal data is cumulated. It was noted that regulatory language was not proposed until the technical issues in this particular area could be worked out. The staff note indicated staff will begin work with vendors and the National Technical Advisory Panel for Assessment and Accountability (NTAPAA) to resolve the technical issues and create a growth measure that may be included in accountability.

- Issue 3: The next issue dealt with keeping the focus of equal weights on all content areas at the high school level. The staff note indicated that students will take the complete ACT (English, reading, mathematics and science) at grade 11 beginning in school year 2007-08 and will receive an ACT score. ACT items that align to Kentucky's Core Content for Assessment will be augmented or combined with items from the Kentucky Core Content Test (KCCT) to generate scores for the state assessment. The Board expressed the desire that the ACT items begin to apply in accountability beginning in 2007-08. Staff clarified that this explanation is already directed in Senate Bill 130 and will be implemented; therefore, it is not repeated in the proposed regulation. Kentucky law prohibits statutory language from being repeated in an administrative regulation.

Commissioner Wilhoit explained that this element will result in fewer Kentucky Core Content Test items being used for state testing.

Janna Vice asked if the alignment work on ACT relative to the Kentucky Core Content Test had begun. Pam Rogers responded that the Request for Proposals is on the street with a quick turnaround time specified.

David Webb then noted that a letter had been received from the Jefferson County Teachers' Association that questions whether items from ACT can be brought over since these were developed for a different purpose.

Commissioner Wilhoit responded that items will not be used in the context of a total ACT test. He felt that one could select questions based on a construct. In the past, he said, a single vendor produced all questions and Wilhoit noted that the same exercise will occur but with two vendors.

Chair Travis noted that the Board will have to look at the effect of this change on scores in a year.

Joe Brothers stated that if one is just substituting questions on the same standard, it should not negatively impact the system.

Commissioner Wilhoit then clarified that the whole ACT score will be utilized in the norm-referenced test calculation for accountability.

At this point, Jeanne Ferguson asked if students would get an ACT score and a Core Content test score. Commissioner Wilhoit replied that students will get an

ACT/Core Content score and then the full ACT score will be utilized in calculating the norm-referenced index calculation.

Chair Travis went on to note that feedback from the National Technical Advisory Panel for Assessment and Accountability (NTAPAA) needs to be secured on whether to implement this in 2007-08 or in 2008-09. He felt there could be a chance we would not be ready for the earlier implementation.

David Rhodes then asked what would happen if the NRT calculation became 7% and some of the transition factors were reduced.

Commissioner Wilhoit indicated this is a policy decision of the Board.

Janna Vice then suggested that NTAPAA comment on the percentage of the NRT calculation and whether incorporating the ACT items could occur in 2007-08 versus 2008-09.

- Issue 4: The presentation moved on to the issue of whether at elementary and middle school it should be considered to exclude a norm-referenced index and redistribute the 5%. The staff note indicated that districts would be given the resources to purchase and administer an approved elementary norm-referenced test in reading and mathematics and require public reporting of results and communication of individual student results. Also, the public reporting of EXPLORE would be required. EXPLORE's results would be used in the development a student's Individual Learning Plan. Staff would explore the embedding of items from the National Assessment of Education Progress in the Kentucky Core Content Test and obtain a national comparison score based on these items.

Concern was expressed about the sixth grade level and the transition to middle school because a norm-referenced test would not be given. Commissioner Wilhoit assured the Board that staff would watch what happens at that transitional level and would provide best practices in a document and distribute it.

- Issue 5: Reflecting advice from both EAARS and NTAPAA, a new proposal to include PLAN and ACT results as part of the norm-referenced index was explained as follows:
 - Generate an index based on the composite scores of PLAN and ACT.
 - Allow schools to earn credit based on student performance along the scales for each assessment.
 - Average the PLAN index and ACT index together for an ACT index.

Associate Commissioner Pam Rogers explained that this new proposal is on NTAPAA's agenda for discussion next week. She commented that the School, Curriculum Assessment and Accountability Council did not raise major

objections about this proposal, but suggested that if the ACT had to be included as part of the norm-referenced index, the Board might look at a growth model.

Commissioner Wilhoit noted again that this issue was raised with EAARS and emphasized that even though there are technical issues to be worked out, the committee wants it included as part of the accountability.

Joe Brothers then asked why the index used both PLAN and ACT.

Commissioner Wilhoit responded that this gives two benchmarks for computing the index and recognizes PLAN as an important element of this system.

Another concern raised was the recognition of accommodations for special needs students by ACT and how these students are to be treated within this new system. Associate Commissioner Pam Rogers said that staff will look at models from other states in regard to this issue.

- Issue 6: The discussion moved on to the nonacademic index where Associate Commissioner Pam Rogers indicated that the percentages have changed slightly. The proposed percentages were as follows:
 - Elementary 2.5% (1.5% attendance plus 1% retention)
 - Middle 3.5% (2% attendance plus 1% retention plus .5% dropout)
 - High 11% (3% attendance plus 4% graduation index (reflects retention plus dropout plus 4% transition to adult life)

Bonnie Lash Freeman felt the Board needed a description of the employment certificates at the different levels and information on the composition of the Armed Services Vocational Aptitude Battery (ASVAB).

Commissioner Wilhoit said that staff was trying to find ways to give value to a student's ability to enter the workforce but noted that we may have to look for other indicators.

Keith Travis thought that staff could get some feedback on this from employers and Bonnie Lash Freeman noted that staff could look at the work Northern Kentucky is doing in this area.

Commissioner Wilhoit indicated that more work would be done on the base category for work preparation before the next meeting.

Chair Travis said he just wanted to make sure that the measures were meaningful and rigorous.

Associate Commissioner Pam Rogers then went over the bonus categories and explained that dual credit is not there yet because the task force is still working on

this area. She went on to say that SCAAC recommended inclusion of the national merit finalists for the bonus category.

- Issue 7: The use of the Wellstone Amendment was covered next and staff recommended to remove the language implementing the Wellstone Amendment that was used with 2006 NCLB reporting. Staff explained that this would reinstate annual measurable objectives based on current year data or the most recent two or three years of student performance data in reading and mathematics.
- Issue 8: The last category had to do with other weights and stated that the writing index would consist of writing on-demand 50% and writing portfolio 50%. It was also indicated that multiple choice would count 50% and open response 50% with the following exceptions:
 - Grade 3, reading and mathematics (67% multiple choice and 33% open response)
 - Grades 5, 8, 11 arts and humanities (67% multiple choice and 33% open response)
 - Grades 4, 7, 10 practical living and vocational studies (100% multiple choice)

Janna Vice asked why the open response was dropped from practical living/vocational studies. Staff responded that the grade and method of testing have changed and that in the interim, different methods for assessing these subjects will be examined. Linda France added that practical living/vocational studies is also where the Individual Learning Plan comes in that is being folded into accountability at the completion level.

- Issue 9: Page 16 of the PowerPoint dealt with the interim accountability model regulation (703 KAR 5:060). Staff explained that this regulation lays out a procedure for linking the two systems together when we move from one system to the other.

A concern was expressed about what would happen if NTAPAA does not support this method of linking the two systems and Pam Rogers responded that she felt it can be achieved. However, staff agreed to ask NTAPAA where the shift should occur.

REVIEW OF COMMONWEALTH LEADERSHIP INSTITUTE PROPOSAL

It was explained that this presentation is about an alternative training program for principals that will have to go to the Education Professional Standards Board in order for implementation to occur. Coming forward for the presentation were Associate Commissioner Steve Schenck, KDE staff Debbie Daniels and Jefferson County Superintendent Steve Daeschner. A PowerPoint presentation was used to summarize the main points of the program as follows:

- The purpose of the program was summarized as “This effort is based on the belief that improving preparation will better enable school leaders to meet the challenge of bringing all children to academic proficiency and eliminating achievement gaps.”
- Effects on student learning relative to leadership indicated the fact that leadership is second only to classroom instruction in all school-related factors that contribute to what students learn at school and leadership effects are usually largest where and when they are needed most.
- In Kentucky, approximately 250 principals are hired each year. Current recruitment and training alone to add more certified people to the pipeline won’t, in and of themselves, solve the school leadership challenge.
- In 2001, Kentucky began to take a serious look at the status of principal preparation programs in the Commonwealth through work with the Wallace Foundation.
- In April 2005, the Leading Change Conference was held resulting in a set of recommendations for redesigning principal preparation in Kentucky.
- SAELP and LEAD projects have been involved in discussions with stakeholders on how to best prepare Kentucky’s public school leaders.
- Many of Kentucky’s education leadership groups and government/business partners have collaborated and shared their expertise, research and survey data and recommendations.
- This input helped us to understand more fully the challenges faced by today’s school leaders and how they need to be prepared for the job.
- Kentucky’s district and school administrators face a dramatically different environment, one of new roles and high expectations.
- Principals require new forms of training in order to ensure that they have a positive impact on student achievement.
- The new preparation demands challenge traditional assumptions, practices and structures in leadership preparation programs.
- Preparing principals today requires engaging partners from education, government, business, civic groups and other organizations focused on leadership issues.
- By collaborating with these diverse participants and the effort to strengthen school leadership, the Commonwealth Institute for School Leaders will put

Kentucky on the map as one of the leading principal preparation programs in the world.

- Dr. Stephen Daeschner indicated that fifteen years ago, he hired managers as principals. Now, he stated, instructional leadership is the first requirement. He went on to say that a principal must deal with school councils, early childhood programs, technology and the changed role of professional development. Daeschner emphasized that professional development must be job-embedded and that a collaboration role has evolved. He felt that Kentucky needed to be out front on this and join other cities and states and countries on the cutting edge of developing world-class leaders. He thought that we must meet the Wallace Foundation charge to SAELP/LEAD and the state as a result of the five-year partnership with the foundation. Daeschner noted that he is excited to be a part of this effort.
- Program components were summarized as admissions and selection, design, delivery and program and candidate evaluation.
- Admissions and selection criteria were noted to be evidence of leadership skills and experience, five-years of teaching experience or exceptional equivalent experience, a masters degree (preferred in a content area), oral and written communication and technical skills and results of the interview process. The program design was explained as being a focus on instructional leadership, student achievement and gap closure, a cohort model, mentors, continuous monitoring and evaluation of student progress, ongoing professional development after the program, instructor selection based on evidence of successfully moving student achievement forward, co-design teams, co-delivery of instruction, emphasis on research-based best practices and real world experiences.

PRESENTATION OF RESOLUTION TO COMMISSIONER GENE WILHOIT

The Board approved the following resolution and presented it to Gene Wilhoit to honor him as he leaves Kentucky to become Executive Director of the Council of Chief State School Officers:

Resolution Honoring Commissioner Gene Wilhoit

By

The Kentucky Board of Education

Commonwealth of Kentucky

- Whereas,*** The Kentucky Board of Education's vision is "Every child-- Proficient and prepared for success";
- Whereas,*** Gene Wilhoit has dedicated the majority of his waking moments, at great personal sacrifice, toward realizing this vision for every student in the Commonwealth;
- Whereas,*** Gene Wilhoit has performed at the distinguished level as commissioner for six years through his solid leadership of the Kentucky Department of Education and Kentucky Board of Education;
- Whereas,*** Through his numerous visits to districts and schools, Gene Wilhoit has recognized students and educators for achieving excellence and has become the "face" of public education throughout the Commonwealth;
- Whereas,*** Gene Wilhoit is held in high regard by colleagues, citizens and students throughout Kentucky;
- Whereas,*** Gene Wilhoit is leaving Kentucky to become Executive Director of the Council for Chief State School Officers in Washington, D.C.;

NOW, THEREFORE, be it resolved by the Kentucky Board of Education to declare November 3, 2006, as *Gene Wilhoit Day* to honor and thank Gene Wilhoit for his outstanding service to the students of this Commonwealth.

**Done in the city of Frankfort, this
first day of November, in the year Two
Thousand and Six.**

***SITE PURCHASE APPROVAL FOR THE PROPOSED NEW CENTRAL
ELEMENTARY SCHOOL IN PIKE COUNTY AND WAIVER REQUEST
REGARDING COMMISSIONER'S DEED OF CONVEYANCE RELATIVE TO SITE
SELECTED FOR THE PROPOSED NEW CENTRAL ELEMENTARY SCHOOL IN
PIKE COUNTY***

Division Director Mark Ryles explained that any time site development costs exceed 10% the district is required to bring the item to the Kentucky Board of Education. He explained that this does not happen very often and that the majority of these cases happen in Eastern Kentucky. Ryles said that Pike County officials were present to answer any questions. He noted that Pike Central High School is adjacent to this site so that utility and transportation issues can be shared by the two schools. Ryles went on to say that cost of excavation is large. He said that the purchase price is large but the certified appraisal supports the cost. Ryles continued that the other issue had to do with a waiver request regarding the Commissioner's Deed of Conveyance relative to the site selected for the new Central Elementary School in Pike County. In this case, Ryles explained, there was a condemnation proceeding but the mineral rights were a separate issue because the owner is unwilling to give up the deep coal seam. He reported that personnel in the agency over mines and minerals have been consulted and these people have assured staff there is a safe method for mining a deep coal seam. Additionally, Ryles stated these agency personnel indicated they would not approve a permit for this mining to occur. Ryles commented that staff felt like there were enough assurances that the waiver is a reasonable request.

David Webb asked if a mining report was needed.

The Pike County officials said that this could be done.

Mark Ryles added that the Mining and Minerals officials said they will not grant such a permit.

David Webb stated a concern that this position could change. He also asked about the consideration of other sites.

Pike County officials indicated that the other sites yielded a site preparation cost of considerably more dollars.

At this point, Doug Hubbard moved approval of the site purchase for the proposed new Central Elementary School in Pike County and of the waiver request regarding the Commissioner's Deed of Conveyance relative to the site selected for the proposed new Central Elementary School in Pike County. Kaye Baird seconded the motion. After more discussion, Doug Hubbard and Kaye Baird agreed to amend the motion to require something in writing relative to the mining safety issue. The Board approved the amended motion.

INTERVIEW OF SEARCH FIRMS (CLOSED SESSION)

At 1:35 p.m., the Board went into closed session for the purpose of interviewing search firms on a motion by Doug Hubbard and a second by Bonnie Lash Freeman. The motion carried.

At 4:50 p.m., upon a motion by Doug Hubbard and a second by Joe Brothers, the closed session ended. The motion carried. No action was taken during the closed session.

CONSIDERATION TO SELECT A SEARCH FIRM

Associate Commissioner Robin Kinney reported that based on the discussions in closed session, the Board did not reach a consensus on the two firms that were interviewed and has asked to cancel the current solicitation and repost a new solicitation with revised requirements. David Webb so moved and Doug Hubbard seconded the motion. The motion carried.

ADJOURNMENT

Kaye Baird moved adjournment at 4:55 p.m. and Bonnie Lash Freeman seconded the motion. The motion carried.